

C. ORAL LANGUAGE

Content Standard: Students in Wisconsin will listen to understand and will speak clearly and effectively for diverse purposes.

Rationale: The spoken word, essential to our individual and social development, remains a central means of communication. Whether in informal interactions or more formal settings, speakers are required to communicate clearly in a manner that befits the occasion.

Listening is the most used and least understood of all communication skills. We spend approximately 45 percent of all communication time and as much as 57 percent of school instruction time listening. The ability to listen and to follow instructions is highly prized in the workplace.

Performance Standards: By the end of grade four students will:	Sample Alternate Performance Indicators: (1-3 per standard)	Sample Performance Activities/Tasks: (1-2 per indicator)	Sources of Data
C.4.1. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes[3] <ul style="list-style-type: none"> identify and discuss criteria for effective oral presentations, including such factors as eye contact, projection, tone, volume, rate, and articulation read aloud effectively from previously-read material speaking from notes or a brief outline, communicate precise information and accurate instructions in clearly organized and sequenced detail present autobiographical or fictional stories that recount events effectively to large and small audiences participate in group readings, such as choral, echo, and shadow reading perform dramatic readings 	1. Listen and contribute to discussion activities and use appropriate courtesy words and expressions[2] 2. Speak from outlines and fictional stories and perform choral, dramatic reading, or poetry presentations[2] 3. Distinguish between fact and opinion[3] 4. Present ideas using tone and expression, understanding of rhythm, and timing of delivery[3] 5. Listen to a taped story and tell a partner what makes a particular sentence fact or opinion[3]	1.a. Use eye contact and gestures, and list words used in discussion activity (e.g., paraphrasing or drawing pictures)(2) 1.b. Use courtesy words (e.g., please, thank you, and excuse me)(1) 2.a. Draw the first house in which the student remembers living. Discuss family stories that come to mind with a peer buddy. Use graphic organizers to visually depict the story. Use a time ladder map to sequence the story. Tell the story to the entire class, using the time ladder map as an outline(2/3) 3.a. Do the exercise in 2.a., but written from the viewpoint of a fictional person of the student's choosing. Compare and contrast the fictional person's story to the student's own story(3) 4.a. Share a personal story with the class (e.g., we went to Chicago)(2) 4.b. Memorize poems from authors of diverse cultures and present them to an audience using tone and expression understanding of rhythm and timing of delivery (3) 5.a. Write or illustrate a sentence expressing an idea or opinion heard on the tape(3)	

and presentations <ul style="list-style-type: none"> distinguish between fact and opinion and provide evidence to support opinions 			
C.4.2. Listen to and comprehend oral communications[2] <ul style="list-style-type: none"> follow basic directions identify and summarize key points of a story or discussion retell stories and reports of events in proper sequence follow sequence in plot and character development, predict outcomes, and draw conclusions recall the content of stories after hearing them, relate the content to prior knowledge, and answer various types of factual and interpretive questions about the stories distinguish fact from fantasy and fact from opinion understand increasingly complex sentence structures understand a variety of word structures and forms, such as affixes, roots, homonyms, antonyms, synonyms, and word analogies 	1. Follow simple oral directions[1] 2. Retell a personal experience, story, or event in proper sequence[2] 3. Show understanding of character development; make predictions and conclusions[3]	1.a. Listen to and carry out oral directions combined with occasional picture cues(1) 1.b. Start with one- or two-step directions and move on to more steps and more complex tasks (e.g., 1.) go to office and get mail; and 2.) go to cafeteria to help with cafe set-up)(1) 2.a. Use pictures, phrases, and sentences to retell student-selected material in order(2) 3.a. After listening to a teacher-read selection: (3) <ul style="list-style-type: none"> draw three pictures of characters from the beginning, middle, and end of the story orally respond to the question: "What happens next in the story?" re-tell the ending or invent another ending 	
C.4.3. Participate effectively in discussion[2]	1. Learn the appropriate body language and posture for formal and informal	1.a. Roleplay using appropriate eye contact and nonverbal cues (gestures), posture, and proximity in a formal and	

<ul style="list-style-type: none"> volunteer relevant information, ask relevant questions, and answer questions directly use appropriate eye contact and other nonverbal cues use appropriate strategies to keep a discussion going reflect on the ideas and opinions of others and respond thoughtfully ask for clarification and explanation of unfamiliar words and ideas summarize information conveyed through discussion 	<p>situations[1]</p> <p>2. Volunteer information; ask and answer questions[2]</p> <p>3. Practice strategies to facilitate a discussion [3]</p> <p>4. Acquire the vocabulary to obtain clarification of unfamiliar words or ideas.[1]</p>	<p>informal situation(1)</p> <p>1.b. After viewing a variety of television programs, identify appropriate and inappropriate body language and eye contact(2)</p> <p>2.a. Take turns interviewing a peer and introducing the peer to the class(2)</p> <p>2.b. Brainstorm a list of questions to ask the school staff or community members, ask the question to the appropriate person, and then share answers with the class(2)</p> <p>3.a. List key phrases or words useful in an ongoing discussion (e.g., "Tell us more about that," and "That's very interesting. What else can you tell us?")(2)</p> <p>3.b. Role play a discussion while using key words and phrases to involve all participants(2)</p> <p>4.a. Work with another student to model in front of the class, clarifying situations through role play (3)</p> <p>4.b. Keep a log of key words and phrases to clarify situations(1)</p>	
Performance Standards: By the end of grade eight students will:	Sample Alternate Performance Indicators: (1-3 per standard)	Sample Performance Activities/Tasks: (1-2 per indicator)	Sources of Data
<p>C.8.1. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes[3]</p> <ul style="list-style-type: none"> share brief impromptu remarks about topics of interest to oneself and others speaking from notes or an outline, relate an experience in descriptive 	<p>1. Participate in daily impromptu presentations[3]</p> <p>2. Present oral readings of prose, poetry, and drama[2]</p> <p>3. Develop and relate information about an experience using descriptive details[3]</p>	<p>1.a. Orally state class or personal news of interest(3)</p> <p>2.a. Choose and prepare a written piece, possibly including self-generated materials or topics, for oral presentation to the class (3)</p> <p>3.a. Deliver information with expression, gestures, tone, and eye contact that convey meaning(3)</p>	

<p>detail, with a sense of timing and decorum appropriate to the occasion</p> <ul style="list-style-type: none"> • perform expressive oral readings of prose, poetry, and drama • prepare and conduct interviews • present a coherent, comprehensive report on differing viewpoints on an issue, evaluating the content of the material presented, and organizing the presentation in a manner appropriate to the audience • differentiate between formal and informal contexts and employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose • observe the appropriate etiquette when expressing thanks and receiving praise 	<p>4. Adjust the speaking style to suit contextual formality [3]</p>	<p>4.a. Role play an information-sharing vignette with noticeable changes depending upon context and audience (e.g., sharing information with peers versus on a talk show or to parents)(3)</p>	
<p>C.8.2. Listen to and comprehend oral communications[2]</p> <ul style="list-style-type: none"> • summarize and explain the information conveyed in an oral communication, accounting for the key ideas, structure, and relationship of parts to the whole • distinguish among purposes for listening, such as gaining information or being entertained, and take 	<p>1. Summarize and retell information conveyed in oral communication[2]</p> <p>2. Distinguish among purposes for listening (e.g., to gain information or to be entertained)[2]</p>	<p>1.a. List or paraphrase key ideas(1)</p> <p>1.b. Retell main points to a peer(2)</p> <p>2.a. Listen to a radio broadcast and take notes or draw summary images(2)</p> <p>2.b. Compare and contrast features or characteristics of different audiotapes or radio broadcasts to distinguish between entertainment and information(3)</p>	

<p>notes as appropriate</p> <ul style="list-style-type: none"> • recall significant details and sequence accurately • follow a speaker's argument and represent it in notes • evaluate the reliability of information in a communication, using criteria based on prior knowledge of the speaker, the topic, and the context and on analysis of logic, evidence, propaganda devices, and language 			
<p>C.8.3. Participate effectively in discussion[3]</p> <ul style="list-style-type: none"> • participate in discussion by listening attentively, demonstrating respect for the opinions of others, and responding responsibly and courteously to the remarks of others • explain and advance opinions by citing evidence and referring to sources • evaluate the stated ideas and opinions of others, seeking clarification through questions • invite ideas and opinions of others into the discussion, responding clearly and tactfully to questions and comments • accept and use helpful criticism • establish and maintain an open mind when listening to others' ideas and opinions • summarize the main points 	<p>1. Share a personal opinion about a topic of interest and justify that opinion[3]</p> <p>2. Participate in a group discussion [2]</p> <p>3. Compare and contrast culturally appropriate body language, eye contact, and paralinguistic cues [3]</p>	<p>1.a. Answer a question with reasons (e.g., "What is your favorite movie and why?")(3)</p> <p>1.b. Survey the class on the above question or a similar question and use a table and tally marks to keep track of the answers(3)</p> <p>1.c. Share survey information by means of a graph or oral presentation(3)</p> <p>2.a. Initiate a discussion with a peer in an informal situation about an assigned topic(2)</p> <p>2.b. Ask and answer the questions personally in 1.b.(2)</p> <p>3.a. After watching a video, identify culturally appropriate body language and eye contact(3)</p> <p>3.b. Explain or demonstrate behaviors seen in the student's culture(3)</p> <p>3.c. Make a Venn diagram to compare the student's and American culturally appropriate body language and eye contact(3)</p> <p>3.d. Role play a situation from the student's culture and from American culture and discuss the similarities and</p>	

<p>of a discussion, orally and in writing, specifying areas of agreement and disagreement and paraphrasing contributions</p> <ul style="list-style-type: none"> display and maintain facial expressions, body language, and other response cues that indicate respect for the speaker and attention to the discussion attend to the content of discussion rather than the speaker participate in discussion without dominating distinguish between supported and unsupported statements 		differences(3)	
Performance Standards: By the end of grade twelve students will:	Sample Alternate Performance Indicators: (1-3 per standard)	Sample Performance Activities/Tasks: (1-2 per indicator)	Sources of Data
<p>C.12.1. Prepare and deliver formal oral presentations appropriate to specific purposes and audiences</p> <ul style="list-style-type: none"> develop and deliver a speech that conveys information and ideas in logical fashion for a selected audience, using language that clarifies and reinforces meaning construct and present a coherent argument, summarizing then refuting opposing positions, and citing persuasive evidence participate effectively in 	<p>1. Present an informational speech in chronological or sequential order</p> <p>2. Prepare an oral summary showing two or more points of view</p> <p>3. Apply themes of multicultural literary works to personal experiences</p>	<p>1.a. Demonstrate the preparation of a typical snack or food from home</p> <p>1.b. Teach an activity in step-by-step format</p> <p>1.c. Illustrate a year, day, and week in a person's life</p> <p>2.a. Use various sources to gather information on controversial topic</p> <p>2.b. Summarize and orally present to the class opposing viewpoints, giving the student's view last with supporting arguments</p> <p>3.a. Select characters from previously read materials to compare and contrast with self, family, or culture</p>	

<p>question-and-answer sessions following presentations</p> <ul style="list-style-type: none"> • summarize narrative and numerical information accurately and logically in presentations • demonstrate confidence and poise during presentations, interacting effectively with the audience, and selecting language and gestures mindful of their effect • demonstrate the ability to debate an issue from either side • interpret literary works orally, citing textual data in support of assertions • synthesize and present results of research projects, accurately summarizing and illustrating the main ideas, using appropriate technological aids, and offering support for the conclusions • speak fluently with varied inflection and effective eye contact, enunciating clearly at an appropriate rate and volume • observe the appropriate etiquette when expressing thanks and receiving praise 			
<p>C.12.2. Listen to, discuss, and comprehend oral communications</p> <ul style="list-style-type: none"> • attend to both literal and connotative meanings 	<p>1. Distinguish between relevant and irrelevant information</p>	<p>1.a. Evaluate and critique teacher- and student-selected materials to assess the necessary information in a given paper</p> <p>1.b. Recognize unnecessary information in an oral</p>	

<ul style="list-style-type: none"> distinguish between relevant and irrelevant information distinguish fact from opinion, evaluate logic, and identify manipulative techniques analyze messages for their accuracy and usefulness evaluate a speaker's use of diction, tone, syntax, rhetorical structure, and conventions of language considering the purpose and context of the communication relate a speaker's ideas and information to prior knowledge and experience consider the specific situation and current conditions when responding to instructions 	2. Distinguish fact from opinion	<p>presentation on a topic familiar to the student</p> <p>2.a. View a news broadcast (e.g., 20/20 or 60 minutes) and relate fact and opinion as part of a cooperative group activity</p> <p>2.b. Identify how to recognize fact from opinion and show how facts and opinions are displayed to the public</p>	
<p>C.12.3. Participate effectively in discussion</p> <ul style="list-style-type: none"> detect and evaluate a speaker's bias consider the ideas and opinions of other speakers thoughtfully before responding evaluate the validity and adequacy of ideas, arguments, hypotheses, and evidence be aware of and try to control counterproductive emotional responses to a speaker or ideas conveyed in a discussion appraise the purpose of 	<p>1. Participate in a discussion</p> <p>2. Practice the roles in a discussion (e.g., leader, recorder, or summarizer)</p> <p>3. Give an opinion on a discussion's purpose</p> <p>4. Identify the problem, brainstorm solutions, and evaluate the solution in a small or large group activity</p>	<p>1.a. Answer yes/no questions or simple "wh-" questions (e.g., who, what, where, when, and why)</p> <p>2.a. Given a list of questions to ask, act as leader and involve the group in a discussion</p> <p>2.b. Participate in a variety of discussion roles with scripts</p> <p>2.c. Participate in a variety of discussion roles without a script</p> <p>3.a. Answer a yes/no question and justify the answer</p> <p>4.a. Identify the problem, brainstorm solutions, and evaluate the solutions in a small or large group activity</p>	

<p>discussions by examining their context and the motivation of participants</p> <ul style="list-style-type: none">• perform various roles in a discussion, including leader, participant, and moderator• demonstrate the ability to extend a discussion by adding relevant information or asking pertinent questions• explain and advance opinions by citing evidence and referring to authoritative sources• employ strategies such as summarizing main ideas or identifying areas of agreement to solve problems, resolve conflicts, and conclude discussions• convey criticism in a respectful and supportive way			
---	--	--	--